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ABSTRACT

The journal issue contains articles on parents, special education, and diagnostic organizations. The first article, "Parental Reactions to a Partnership in Special Education" by M. Feldman and M. Preston, stresses the value of including parents on the special education team particularly in the expression of their feelings toward psychoeducational intervention. The second article, "Parent Education Workshop--A Critique" by P. Melnekoff and R. Meyer, stresses the notion of primary prevention rather than strictly remediation in a discussion of a parent education workshop offered by a mental health/child guidance facility. C. Caputo discusses "Diagnostic Organizations--Strategies for Dealing with Market Unit Pressures" in terms of people changing technologies, exchange relationships, organizational contingencies and constraints, and organizational strategies. An additional brief article by C. Cox is titled "(I.E.P.) Individual Educational Plan or Intellectual Experience in Pathology." (DB)

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the FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

VOLUME 5, NO. 2 **WINTER 1979**

from the editor

With this issue, *The Forum* moves to *guest issue editors* who will bring together articles dealing with a specific issue or a generalized topic. Our thanks go to Dr. Martin A. Feldman and to Dr. Philip Melnekoff for their willingness to be our first issue editors; they will always be number one.

Although we have moved to *guest issue editors;* unsolicited articles are still accepted. See *Instructions for Authors* elsewhere in this issue.

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INSTRUCTIONS FOR AUTHORS—Manuscripts submitted for publication in *The Forum* must be typed on one side of 8½ x 11 white paper, double spaced including quotations, footnotes, references, and tables, with margins of at least one inch. Manuscripts must follow A.P.A. standards. Manuscripts must be sent to the editor. If the manuscript is accepted for publication, a 2 x 2 photograph will be requested.

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VIEWPOINT

The article by Feldman and Rosedale lends confirmation to the validity of parental involvement in special education. The usefulness of including parents in the special education team with the attendant benefits to all concerned is highlighted by both parental and staff reactions. Of particular importance is the opportunity for parents to share feelings which had long been unexpressed. It is the editors' contention that these feelings, if left unexplored, may undermine the effectiveness of any psychoeducational intervention. Inclusion of parents in many educational domains is of growing importance especially in light of current legislation. We will be working more closely with parents as time goes on.

Melnekoff and Meyer's article deals with the background of a parent education workshop offered by a mental health/child guidance facility. Program development, format and assessing parental responses to the workshop offerings were reviewed with implications for future workshops. The notion of primary prevention rather than strictly remediation or amelioration is of particular importance and one which should be gaining in prominence on the educational scene.

The article by Caputo is somewhat technical in presentation. Although it deals specifically with diagnostic organizations, several points are relevant to special education. We have all been confronted by label seeking. Caputo's point that parents seek labels for their children's special problems in an effort to manage anxiety, to structure efforts toward intervention and to gain access to community resources refers to special education as well as to diagnostic organizations. The search for independent third party evaluations may intensify in special educational settings, especially as the concept of accountability becomes more solidly entrenched in the public's vocabulary.

Martin A. Feldman, Ph.D.
Philip Melnekoff, Ph.D.
Guest Issue Co-editors

Conference On Outdoor Education and The Special Child To Be Held In May

The Queens College Special Education Program in cooperation with the Queens College C.E.C. Chapter 805, and the New York State Outdoor Education Association are sponsoring a conference on outdoor education and the special child on Friday, May 18, 1979, from 9:00 a.m. through 3:00 p.m.

Workshops will be held starting at 9:00 a.m. Herbert L. Foster, Professor, Department of Instruction, Faculty of Educational Studies, SUNY/ Buffalo will be the luncheon speaker. He will speak to the history of outdoor education for the special child.

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Parental Reactions To A Partnership in Special Education

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An article by Feldman, Byalick and Rosedale (1975) reported on a program of parent and professional partnership in a special educational setting for severely behaviorally disorded students. Parental responses to the program, to regular meetings with center staff, and to developing a consistent approach between school and home were informally assessed by school personnel. We concluded that working with parents resulted in greater cohesiveness between children and their parents, more open communications within the family, a lessening of the sense of isolation experienced by family members and a change in focus by the parents; from an almost exclusive concern with the child's dysfunctional behavior to a growing awareness of his strengths.

These were our feelings about the program's results based on the parents' spontaneous statements and our interpretations of their verbal and nonverbal behavior during sessions. We felt that more direct assessment of the parents' reactions would provide objective feedback and help us to modify the program in the future. The relevance of obtaining parental responses was pointed by Seiffert, Hendricks, Marks and Gutierrez (1976) and by Warfield (1975). These investigations dealt with parental reactions to involvement in clinical team meetings and to a parent education program centered around their retarded children. Kozloff (1973) focused on parent involvement in modifying the behavior of autistic children but did not get into the issue of evaluative parent feedback.

To more fully understand the feelings of the parents with whom we worked, a questionnaire was developed to which the parents were asked to respond. It was our feeling that in completing the questionnaire the parents would contribute to formulating a program which would more fully reflect their needs and those of their children.

The Study

A 15 item questionnaire was constructed at the Center for Community Adjustment (Feldman et al., 1975) to tap parental attitudes toward our meetings, to assess whether any benefit accrued as a result of these meetings and to whom, parents' feelings about the way the conferences were structured (i.e., participation by their child, meeting with psychologist and social worker together, meeting in larger group sessions with other staff members as well as the pupil-personnel team, and feelings about school conferences attended prior to the current program). In addition, an open-ended item was included for comments, suggestions or other reactions not covered by the 15 scale items.

Procedure. At the end of the first year of the program's operation, two copies of the questionnaire were mailed to each of the 49 families which participated. We indicated we would use the responses to evaluate the program and to plan for the following year. Since the literature is so sparse regarding fathers' reactions, the parents were asked to respond separately, so that if there were differences between fathers' reactions and mothers', we might be able to assess what they were. Two months after the initial mailing a second request was sent to the parents in the hope that we would get responses from as many parents as possible.

The questionnaire was structured around four general categories of response; the parents' feelings

about the sessions (three questions), various aspects of participation in school conferences (three questions), the structure of the sessions (three questions) and outcome and/or changes resultant from the sessions (six questions). The questionnaire was in a forced multiple-choice, no neutral category format. An open-ended section, previously mentioned, was also included.

Results. Fifty-nine percent of parents responded to the questionnaire (58 of a possible 98 parents). Of the 58 questionnaires returned to us, 54 or 93 percent included the respondent's name. Sixty-six percent of the responding parents answered the open-ended question. The breakdown by whether mother or father answered the question revealed no appreciable trend as to differences and in some instances one questionnaire was submitted by both parents who worked on it jointly.

What then were the results? As overview to patterns of responding percent responses to each multiple-choice question ranged from 83 percent to 100 percent. In fact, every multiple-choice question, but one, was answered by at least 93 percent of the respondents. Mean and modal responses to each multiple-choice question were computed and showed a high degree of consistency in all cases but two, where the differences were one response category apart.

The reactions to the first category of questions (feelings about the sessions) indicated that the parents' initial reaction to learning about the program was one being *interested* but not enthusiastic, disinterested or opposed. They felt *not at all* pressured into participating in the program and perceived the aim of our meetings as directed at *both the strengths and weaknesses* of their child rather than focused exclusively on student strengths or student weaknesses or lacking in clarity. Mean and modal responses to the above three questions coincided.

In terms of participation, the mean response was that the parents attended between *four and six* conferences during the school year. The modal response to this question was between *one and three* conferences. Indeed, our records indicated that the modal number of conferences during the school year was eight. Apparently the parents believed that they attended fewer conferences than we showed on record. Previous school conference attendance by parents was responded to as having been between *one and three* in number, and as far as willingness to continue with the conference in the future, the answer was a nearly unanimous *yes.*

Parental reactions to the structure of the sessions indicated that mean and modal preference favored meeting *exclusively on an individual basis* rather than in group with other parents, in both group and individual sessions, or not at all. Parents were *very pleased* about their youngster's meeting with us and were *positively* disposed to having had other staff members join with us in sessions.

The final category of questions, outcome or changes resulting from our meetings, yielded the parent reaction that *previous* conferences were *somewhat helpful,* that as a result of the current series of conferences the parents *somewhat better understand their child,* and that having met with a psychologist/social worker team proved of benefit by *providing two somewhat differing perspectives on our youngster* (mean response) and by *allowing for some disagreement regarding how best to deal with our youngster* (modal response). Further, the behavioral system devised for use at home *positively* affected the child's functioning, there evolved some *moderate change* in *parental self-awareness* as a result of the conference and that overall response to the conferences was that they were *helpful* to both parents and children.

The open-ended question was responded to by 38 parents. Thirty-one of the responses were judged to be positive; seven negative. Examples of the former included:

> "The meetings. . .were the best thing that has happened to me in helping me to understand my son's problems and even more important my problems," ". . .was helped a great deal by seeing how together we could help our son. . .," "I believe that our conferences may have given you an insight into our son's actions at home which are improving since our discussions," "The weekly meetings were very helpful in encouraging cooperation and interest on our part and our son's and in developing a good school-parent-student relationship. We appreciate the time with us and are very grateful," "I definitely feel our daughter's teachers, social worker, psychologist and even the nurse took an active interest in her and were working hard to help her. . .I would like to come to the school more often and was encouraged by the staff to do so," "I was especially pleased with the positive effect that these conferences had on our daughter's relationship with us at home. This is particularly true with regard to her ritualistic behavior which, while it still remains an explosive threat, has been repressed within manageable proportion," "My child never discusses what goes on at school. Only by these conferences can I know what his problems and achievements are at school."

On the negative side were such comments as: "New ideas and suggestions were put forth at each session but I never felt that they were fully implemented," ". . .this type of conference confuses me, leave me with conflicting opinions and somehow I always leave without having satisfactorily answered my questions. Quite incomplete and disappointing."

Other responses included comments about the school program in general such as:

> ". . .we did not approve of having so many options. . ." "I would like to see a music program." "We'd like more individual reading teacher time." "Sex education should be an integral part of the school program,"

and comments about school personnel such as:

(Continued on Page 15)

Parent Education Workshop: A Critique

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In recent years, there has been an increasing trend toward the use of parents as "therapists" for their own children. Either singly or in groups, parents have been taught to work on present problems as well as to prevent future behavioral problems as well as to This strategy focuses on teaching parents more effective ways to deal with child rearing and child management issues. The trend toward using parents as "therapists" is part of a broader attempt to develop effective and more economical means for both intervention and prevention of mental health problems in light of shortages of therapeutic manpower.

Auerbach (1968) defined the goals of parent-training workshops as (a) helping parents to become more familiar with basic concepts of child growth and development; (b) helping them clarify their own role and that of their children; and (c) increasing parental understanding of the complexities of everyday situations to enable them to make better management decisions.

Parent-training workshops may differ with respect to a number of different variables:

(1) *Group Leader:* A parent-training workshop can be conducted by a professional, paraprofessional, or layman.

(2) *Group Size:* The number of parents who participate in a parent-training workshop can vary depending upon the nature and goals of the program.

(3) *Program Format:* A parent-training workshop can emphasize group discussion, lecture, or may integrate both.

(4) *Program Orientation:* There are two basic parent-training models (Tavormina, 1974). The first, termed *the reflective counseling approach,* emphasizes parental awareness, understanding, and acceptance of the child's feelings. This model, which uses cognitively mediated variables (feelings) as a means of affecting the child's behavior and the parent-child interaction, is best illustrated by Ginott (1965). The second model, *behavioral counseling approach,* stresses the importance of the principles of learning theory (e.g. behavior modification) in understanding parent-child behavior and is exemplified by Becker (1971). Both the reflective and behavioral counseling approaches have been identified and discussed in research literature.

Based upon these models, there are a number of "packaged" parent-training programs which have been formally developed and established. Each begins with a particular set of assumptions about the source of parent-child conflicts. Each attempts to teach parents how to implement techniques and follow particular rules. For example.

A. *Parent Effectiveness Training (P.E.T.)* was founded by Thomas Gordon (1970), a clinical psychologist, in 1962. P.E.T. is the largest parent-training program, having trained some eight thousand instructors and two hundred fifty thousand parents so far. P.E.T. teaches the communication of feelings and the cooperative resolution of parent-child conflicts. It believes that parents can and should give up the use of power (although that parents can and should give up the use of power (although it acknowledges that physical power may have to be used in an emergency). P.E.T. believes that the first step involved in approaching parent-child conflicts is for

the parent to identify the "owner of the problem". The person who owns the problem is the one whose needs are being frustrated and who is therefore experiencing some negative emotion. "Active listening", which refers to adopting a receptive, interested manner, is used when something bothers the child but not the parent. "I-messages", which refer to informing the child of one's feelings, are used when the child's behavior bothers the parent. If "active listening" and "I-messages" are not effective and a genuine conflict persists, then the parent uses the "no-lose method of problem solving" which is a six-step method whereby the parent discusses the conflict with the child in an effort to find a solution acceptable to both parties.

B. *Parent Involvement Program (P.I.P)* is an adaptation of William Glasser's (1965) reality therapy for use by parent trainers. P.I.P. believes that no helping relationship, whether between therapist and patient, teacher and pupil, or parent and child, can produce behavior change unless there is a warm, honest, affectionate relationship between the two parties. People who engage in "irresponsible behavior" perceive themselves as failures. Unless they can be convinced that someone else cares about them and believes in them it is hard for them to improve either their behavior or their self-concept. The main thrust of the P.I.P. course is teaching parents how to establish an involvement with their child. Some techniques are natural. For example, when a child comes into the kitchen upset, stop the chores, and sit down with him, just as you would if your best friend arrived in tears. Other techniques are artifical. For example, parents are given detailed written instructions for varius games to be played at the dinner table.

C. *Behavior Modification Program* stresses the importance of the principles of learning theory in understanding parent-child behavior. Two critical elements comprise this type of program: (a) training parents to carefully observe and record the child's behavior and (b) training them to reinforce the child's behavior appropriately. Behavior modification programs emphasize the need to define behavior precisely. The parent records the child's behavior, institutes an experimental procedure, verifies the frequency of the behavior by utilizing another observer (the other parent), and tests the procedure.

D. *Adlerian Parent Training Program* was developed by Rudolf Dreikurs (1964), a psychiatrist. The philosophical basis of the program is the Adlerian belief that the drive for power is the basic motivator of human behavior. The four goals of misbehavior are: attention, power, revenge, and inadequacy. The Adlerian program rejects the "reward and punishment" approach in disciplining children and instead, advocates democratic child-rearing methods which are based on mutual respect and equality. The program advocates several guidelines: the use of encouragement instead of praise; and the use of "natural and logical consequences" whereby the parent allows the child to experience the natural consequences of his acts (e.g., If a child does not get up on time, he is late for school. If he misses the bus, he walks.) . In critique, although all major theories of child development (e.g. Freud, Piaget, Erikson, Kohlberg) identify distinct stages in development, few of the contemporary parent training programs seek to explain or understand a child's behavior in terms of developmental levels. In fact, the guidelines offered by some parent-training programs appear quite incompatible with contemporary theoretical views of child development. For example, Parent Effectiveness Training advocates the use of I-messages with chidlren regardless of their age. However, Piaget's theory of cognitive development suggests that children under four or five are probably too egocentric to respond to I-messages in the optimal, "Oh, I didn't realize fashion". Therefore, instead of using the insights of science to help develop the art of parenting, contemporary parent-teaching programs seem to be trying to make parenting a science. It appears that most contemporary parent-training programs lack solid, reliable information on the expected course of child development, and individual differences.

The Parent Education Workshop

I. *Decision-Making Stage*

During the early formative stages of the Parent Education Workshop, a number of decisions had to be made before proceeding to actual preparation. These decisions pertained to the issues of enrollment criteria, program format, and fee,

1. *Enrollment Criteria*
   (1) How many members should comprise the group?
   (2) Should former and/or present clients from the Diagnostic Center be accepted as well as parents from the community?

It was decided that enrollment would be limited to twenty-five participants. It was felt that accepting more than twenty-five members would seriously limit group interaction and individual participation. With some reservation it was decided that former clients could enroll in the workshop. A main concern here was with maintaining the original purpose of the workshop. If the workshop was originally conceived as a community based service program, then the target population should be individuals within the community who have received no known professional services. Another concern about including clients was the feeling that they would be more psychologically attuned then parents from the community; thus, decreasing the homogeneous nature of the group.

2. *Program Format*
   (1) How long should each session last and how many sessions should be included in the workshop series?
   (2) Should the workshop adhere to an identifiable orientation or philosophy (e.g. behavioral counseling) or should it assume an eclectic stance?
   (3) How structured should the program be? Should a schedule of topics be formulated

beforehand so that one specific child-rearing issue is presented each session, or should the needs of the group members be assessed after each session before planning for the following session? The former approach would limit continuity whereas the latter would enhance it.

(4) What percentage of time should be allotted for the presentation of information? How much time should be allowed for group discussion?

It was decided that each session would last two hours (8:00-10:00 p.m.) and that the workshop series would run for six sessions (six consecutive Wednesday evenings beginning May fourth). An eclectic stance and semi-structured format were chosen in order to insure flexibility. An initial presentation followed by group discussion characterized the procedure at each session.

3. *Fee*

(1) Should a fee be charged? If so, how much?

It was decided that except for a five dollar registration fee, the workshop would be provided as a free community service. The five dollar registration fee would be charged to each couple, as well as to the single parent and would cover the expense of material such as mailing costs and the costs inherent in copying material to be distributed to parents during the course of the workshop.

II. *Preparation Stage*

The process of preparation consisted of four distinct phases: (1) review of the literature, (2) publicity, (3) notification of indirectly involved personnel, and (4) developing and forwarding registration materials.

Review of the Literature

The review of the literature involved examining four major areas:

(1)Reviewing contemporary parent-training programs.

(2)Reviewing popular child-rearing books written for parents.

(3)Reviewing professional literature and research on child development with emphasis on the parent-child relationship.

(4)Compiling a list of service organizations, associations, agencies, etc. which disseminate information and materials relating to child development and child rearing issues.

Publicity

Public announcement of the Parent Education Workshop was made via the following channels:

(1)Community service announcement mailed to local school psychologists.

(2)Community service announcement aired on local radio stations.

(3)Communtiy service announcement aired on local cablevision.

(4)Community service announcement placed in local newspapers.

Notification of Indirectly Involved Personnel

A memo was sent to the secretarial staff, as well as to the switchboard receptionist(s) informing them of the Parent Education Workshop and the procedure to follow when accepting calls from interested parents. A brief descriptive summary of the Parent Education Workshop written in a question-and-answer format accompanied the memo, and was to be referred to when responding to callers' questions.

Developing and Forwarding Registration Materials

In order for a parent to attend the series of workshops, he/she had to be registered. Upon receiving a call from an interested parent, the secretarial staff forwarded the name, address, and phone number of the caller to the workshop leaders who then proceeded to mail out registration material. The registration material consisted of an applicaton form, a brief descriptive summary of the workshop series, and a map showing how to reach Maryhaven. Parents were instructed to complete the application form and return it in an enclosed self-addressed, stamped envelope along with a check for five dollars. This procedure enabled the leaders of the workshop to ascertain the number of potential participants, and also, provide information regarding the type of parent (e.g. age, socioeconomic level, number and ages of children) who would be in attendance. Such information was important in helping the group leaders assess the needs of the parents.

III. *Running Stage*

Attendance was taken at the beginning of each session. The attrition rate, as measured by a decline in attendance, represented one way of assessing the degree to which the weekly sessions were responding to the needs and expectations of the parents.

A presentation by one of the group leaders on a child rearing issue characterized the first hour of each meeting. Often written material, briefly outlining the evening's theme, supplemented the verbal presentation. Most of the presentations were oriented toward helping the parents clarify their own roles, feelings, and expectations regarding child rearing. After a brief intermission during which time coffee and tea were served, the session resumed and was given over to group discussion. During the first few sessions of the workshop, the group leaders needed to stimulate participation and discussion by presenting questions to the group at large. As parents became more comfortable in later sessions, voluntary and spontaneous participation increased. However, participation tended to be limited to dialogue between parents and group leaders rather than between individual parents within the group.

At the close of each meeting the group leaders distributed "homework assignments" which usually took the form of brief questionnaires. To respond to these questionnaires required that parents think about and observe their child's behavior, as well as their own reactions. Parents were instructed to complete the questionnaires and bring them to the next session at which time they would be integrated into the group

discussion. It was hoped that group discussion and "homework assignments" would generate emotional involvement, and conversely, would prevent the worksop from becoming an impersonal course on child development.

IV. *Evaluation Stage*

The evaluation stage of the project entailed analyzing three independent sets of data:

(1) Data based on information provided by parents on the application form. The analysis of these data yielded a composite profile of the type of parent in attendance.

(2) Data based on weekly attendance records provided information on dropout rate and the frequency of attendance.

(3) Data based on the follow-up questionnaire were utilized in assessing how well the workshop responded to the needs and expectations of the parents.

A. *Parent Profile*

(1) Statistical tabulations were limited to computing means, and computing percentages on the basis of frequency counts. Analyses were limited to data on the twenty-nine parents who attended one or more sessions. These twenty-nine represented eighteen families.

(2) *Referral Source*—One-third of the parents were either former or present clients of the Diagnostic Center who had been notified by clinic personnel. Forty-four per cent came from their children's schools, eleven per cent from newspaper ads, and eleven per cent from friends who had heard of the program.

(3) *Couple vs. Single Parent Representation*—Of the eighteen families who were in attendance, sixty-one per cent were represented by both parents one or more times during the course of the workshop, whereas thirty-nine per cent were represented by one parent.

(4) *Sex of Parents*—Sixty-five per cent of the participants who attended one or more sessions were female whereas thirty-four per cent were male.

(5) *Marital/Nonmarital Status*—Over seventy-five per cent of the workshop participants were in their first marriage, five per cent were involved in their second marriage, and eleven per cent were co-habitating.

(6) *Educational Level of Parents*—Somewhat more than fifty per cent of the parents were high school graduates whereas approximately twenty-five per cent had some college experience.

(7) *Age of Parents*—Sixty-one per cent of the parents were between the ages of twenty-three and thirty-two, twenty-five per cent between thirty-three and thirty-seven, and fourteen per cent between thirty-eight and forty-two years old.

(8) *Age of Parents at Time of Marriage*—The mean age of mothers at the time of marriage was twenty-one years three months whereas the mean age of fathers was twenty-four years eight months.

(9) *Number of Years Married*—Fifty-six per cent of the parents had been married between four and nine years, thirty-one per cent greater than twelve years, and thirteen per cent were married three years or less.

(10) *Number of Children in Family*—The mean number of children per family was two.

(11) *Ages of Children in Family*—More than half of the children were between five and eight years old. Fourteen per cent of the children were two years of age or less, seventeen per cent were three to four years of age, and seventeen per cent were over nine years old.

(12) *Time Period Between Marriage Date and Birth of First Child*—More than twenty-five per cent of the parents had their first child within one year after marriage. Forty per cent of the parents had their first child between the first and second years of marriage.

B. *Attendance*

(1) *Frequency of Attendance*—Forty-five per cent of the parents attended four or more sessions whereas fifty-five per cent of the parents attended three or less sessions. The mean number of sessions attended was four. The mean number of parents in attendance per session was eighteen.

(2) *Dropout Rate*—A dropout was operationally defined as a parent who attended one or more sessions but failed to attend either the fifth or sixth sessions. Of the twenty-nine parents who attended, thirty-eight per cent met the dropout criterion. Of the eighteen families represented, thirty-three per cent met the dropout criterion.

(3) *Number of Individual Contacts*—The total number of individual contacts over the course of the six session workshop was one hundred nine. Of these one hundred nine individual contacts, seventy per cent represented contacts with mothers, whereas, thirty per cent were contacts with fathers.

C. *Follow-Up Questionnaire*

One week after the workshop ended, a questionnaire was mailed to all parents who had attended one or more sessions. The questionnaire contained ten items, five of which asked parents to assess the program on the basis of several criteria by circling one of five evaluative statements (e.g. extremely helpful; moderately helpful, etc.). The last five questions asked parents to respond in their own words to certain facets of the program.

Two different questionnaire forms, distinguished on the basis of the order in which the first two questions appeared, were mailed. One form was mailed to parents who had attended four or more sessions whereas the second was mailed to parents who were present at three or less meetings. The purpose of distinguishing these two groups was to see if there was a significant difference between the two regarding their evaluation of the program. One would hypothesize that parents attending four or more sessions would respond more favorably to the program than parents attending three or less sessions.

Of the twenty-nine questionnaires mailed out, nine were completed and returned, yielding a thirty-one per cent response rate. The response was thirty-three per cent for families returning the form.

A review of the parental comments tentatively suggests that discipline, child management, and explaining death to a child, were areas of prime concern to parents. Problems relating to homework and the "bedtime ritual" were less important to some parents. (The issues of discipline and child management may have broad appeal being relatively more age independent than the issues of homework and "bedtime ritual".)

Some comments seemed to reflect a misunderstanding of the purposes and goals of the program (e.g. one parent wished teenage problems were discussed; another parent expected individual problems to be given more attention). A few respondents wished the workshops were more structured in the sense that (1) specific issues be discussed each week and, (2) the leaders assume a more directive role during group discussions. Parents appeared equally split in their preference for either group discussion or lecture presentation.

Goals and Recommendations For Future Parent Education Workshops

I. *Short Range Goals and Recommendations*

A. *Group Leader*

Having two workshop coordinators organize and conduct a parent education program has certain advantages, as well as disadvantages. Advantages seem to include: (1) reduction in workload per coordinator during the preparation stage (2) presence of another to increase knowledgeability (3) mutual support during the meeting (4) assist in facilitating discussions in such a large group. The disadvantages seem to include: (1) Although presentations of specific issues can be alternated between two leaders, parents have difficulty relating to, and identifying with, two leaders during group discussion. (2) The "smoothness" in which discussion proceeds may be hampered when parents are uncertain as to who to respond to, and when the leaders, themselves, feel uncertain as to who should do the responding. All things considered, it appears more desirable to have one workshop coordinator per program than two.

B. *Program Format*

The attempt was made to present and discuss one facet of child-rearing per session. However, no formalized outline of issues was developed by the workshop coordinators. Thus, when parents arrived, they did not know what topic would be discussed that evening. In retrospect, it appears more advantageous to develop a schedule of topics beforehand and include such a program schedule as part of the registration materials.

C. *Follow-up Questionnaire*

Test items appearing on the follow-up questionnaire need revision and modification to more adequately access parental reaction to the program. A slightly altered questionnaire should be mailed to parents who qualify as dropouts as compared to parents who complete the program so a comparative analysis can be made between these two groups. (Please note that "number of sessions attended" and not "attendance at either the fifth or sixth session" (dropout criterion) determined the formation of the two groups receiving altered questionnaires.)

D. *Parent Certificates*

"Diplomas" certifying the completion of a six session workshop in parent education should be awarded parents who complete the program. These would give parents a sense of accomplishment, as well as enhance positive closure of the program.

II. *Long Range Goals and Recommendations*

A. *Utilizing Additional Instructional Strategies*

Lecture presentations, group discussions, and homework assignments were the three instructional modes utilized during the parent education workshop. The lecture presentation may be considered the most passive instructional approach, inducing the least amount of personal involvement in the parents. Incorporating additional instructional strategies into the program format has the potential for heightening personal involvement as well as adding variety. For example, such instructional tools as role-playing and videotape have demonstrated their effectiveness in other types of training (Bailey, Deardorff, & Nay, 1977; Berger, 1970; Truax & Mitchell, 1971) and may prove equally effective when applied to parent education programs. Having parents role-play typical parent-child conflicts may heighten awareness of the finer nuances of the interaction, as well as foster insight. Videotaping parent-child interactions and then having parents view the tapes may help train observational skills, shape behavioral responses, as well as be a stimulant for group discussion.

B. *Individualizing the Program Syllabus*

The composition of each parent group will most likely vary from program to program. The extent to which the needs and expectations of each group of parents varies is unknown. Nonetheless, it appears advantageous to allow parents to indicate what specific child rearing issues will be discussed during the course of the program. This could be accomplished by compiling a list of child rearing topics and including such as part of the registration materials. Parents would be instructed to check off those child rearing topics of most interest and concern to them, as well as write any not included. The parental responses would then be tabulated and those topics of interest and concern to the most parents would comprise the syllabus of that particular program.

C. *Research Implications*

At least the outset, it seems that the service function of the parent education program should always supersede the research implications. With this emphasis in mind, it can be said that the continuous offering of parent education programs has the potential of yielding much useful data on parenting which can be

(Continued on Page 18)

Diagnostic Organizations: Strategies For Dealing With Market Unit Pressures

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The survival of an organization depends on its ability to obtain adequate support or inputs from its environment for processing and sufficient outlets to accept the system's output, i.e., clients with diagnostic labels in need of services. This input, processing, output flow is the basis of the organization's continued life. Diagnostic centers are different than many organizations in that their input and output resources often coincide, and, because their goal of obtaining services for clients often places them in conflict situations with important sources of input or output disposal. These situations can put great stress on the organization to alter or shape their processes in a manner which serve important organizations in their environment, and, as a consequence, creating internal conflict between professional and organizational goals; threatening the renewal of inputs, both clients and money or; alienating important providers of services to "processed" clients. Developing an understanding of the nature of the diagnostic organization can lead to a better understanding of its exchange relationships with its environment. Understanding the exchange relationships of the organization can provide the manager with useful information for developing strategies to avoid the contamination or adulternation of its functions and to reduce threats to their resources for inputs and output disposal.

People-Processing Vs. People-Changing Technologies

Hasenfeld (1972) provides a model for differentiating therapeutic technologies by their outputs. He separates them into two types: people processing and people changing. Educational programs and counseling services are examples of people-changing technologies in that the function of these services is to directly increase a student's knowledge or change his behavior. An evaluation center is a people-processing technology in that the ". . .explicit function is not to change the behavior of people directly, but to process them and confer public statuses on them" (Hasenfeld, 1972:256).

An evaluation program does not directly alter or change the behavior of a client.

> Rather it produces changes by identifying and defining the person's attributes, social situation and public identity, which, in turn, typically results in both societal and self-reactions. It is through the anticipated reactions of significant others that the organization tries to change its client's social position and future behavior (Hasenfeld, 1972:257).

The output of a diagnostic service then, is people with public statuses. School districts utilize these services to classify clients in order to determine appropriate educational interventions and to be able to collect state monies which are paid according to disability groupings. Pediatricians utilize these services to obtain classifications by which to structure medical and educational interventions. Mental health professionals and agencies utilize them to determine the nature of the change efforts to employ. Each of the above will utilize the diagnostic classification, or, as Hasenfeld (1972) indicates "public statuses" to select direct treatment interventions. Parents, on the other hand, utilize these services to be able to give a name to the condition, creating a disturbance in the development or behavior of their child. They seek a label in order to manage their own anxiety, to structure their efforts at intervention and/or to gain access to community resources. In this last instance, their objective is consonant with the diagnostic facility. That is, they are utilizing services to affirm or change their child's public status in order to gain leverage and power over organizations providing direct services; in particular, school districts. By obtaining an independent third party evaluation, they are in hopes of establishing, confirming, or changing their child's label in order to gain or retain access to community resources.

Exchange Relationships

Vinter and Scarri (1966) indicate that processing technologies rest on the accomplishment of four

major tasks:

1. The client's attributes and situation must be assessed to determine whether he is legitimately subject to official action;
2. The client's attributes and situation must be explored to determine appropriate action alternatives;
3. Choices must be made from among these alternatives;
4. Once an alternative has been chosen, the person's relocation in a new social set must be managed.

These tasks correspond to the steps in a diagnostic evaluation process, namely; intake, assessment, staffing and referral. They point out that the locus of the organization's change activities occurs mainly at its boundaries. The professional staff interact directly with the environment at the boundaires of the organization. They obtain information about clients and referrals from other organizations, perform a diagnostic evaluation, and formulate a diagnostic classification based on their findings and the needs of the client, and finally become involved in exchanges with potential recipients of clients in the "task environment (Thompson, 1967). Hasenfeld (1972) calls these recipients "market units". Because the change in the client is expected to occur in market units outside the boundaries of the organization, the locus of the organization's technology is at its boundaries. Consequently, staff must develop direct and systematic links with actual and potential market units, both to obtain new clients and services for "processed" clients. This places them in a position where they are subject to the direct pressure of these market units to meet the unit's needs as well as those of their clients. When a market unit refers a client for processing with the expectation of providing direct intervention service at the end of the evaluation, that is, when the input and output disposal source coincide, organizational goals to maintain good relations with this market unit and professional objectives to obtain the needed service for a client without regard to the needs or available resources of the market unit, can lead to conflict and possible adulteration or compromise of the diagnostic process or the client's own objectives. The potential level of conflict depends on the importance of the market unit.

Contingencies and Constraints on the Function of the Organization

Market units, as we have indicated, are an integral part of an organization's environment. Their continued support of its domain depends on their holding a positive assessment of its services. This is based on the organization's ability to meet crucial contingencies or reduce areas of uncertainty for their organizations (Thompson, 1967:30). Their support in the form of continued referrals, provision of needed services and good will is therefore based on the utility value of the outputs of the organization, that is, people with new statuses as inputs into their systems. A school district, for example, looking to maintain children within available district special classes will regard with a higher utility value diagnostic labels that fall within the narrow classifications of available programs. "In short the market's reaction to products of people-processing organizations are crucial to their survival and effectiveness" (Hasenfeld, 1972:258).

The importance or power of a particular market unit can be analyzed by utilizing Thompson's (1967: 30) Power-Dependence Paradigm.

He states:

An organization is dependent on some element of its task environment.

1. in proportion to the organization's need for resources or performance which the element can provide and
2. in inverse proportion to the ability of other elements to provide the same resource or performance.

The more the organization is dependent on a given market unit to accept its product, or provide another essential resource the greater the response of the organization to the constraints and contingencies imposed by that market unit. When it is both a supplier of inputs (clients or funds) and an output disposal resource (or purchaser of services), such as pediatricians and educational facilities, the organization's dependence on that unit increases. Stated another way, when sources of input support and output disposal coincide in several major areas, then these market units become the source of major contingencies and constraints for the organization. Parents of handicapped children are also a major source of referrals. However, they must utilize the same market as the organization after classification to obtain needed services. Therefore, they have less power in the organization's system than the market units both are dependent on for the provision of services. Their level of power, of course, varies with their individual social status or access to political power and collectively with their degree of organization. They assume special significance to the organization for two reasons: First, they are the reason for the organization's existence, and therefore service to them must be a primary objective. Secondly, the provision of services to them can often bring the organization into conflict with its market units and therefore, have a direct effect on the organization's continued health.

Organizational Strategies

Both market units and clients create contraints and contingencies for the organization. Because the organization is involved in exchanges with many different market units with different technologies and therefore different input needs; and because the organization's objective for clients is to gain acceptance into other systems; the diagnostic organization must tailor its responses and processes to meet the needs of both groups. The difficulty is to do so without invalidating its function or professional integrity. Several strategies are open to such an organization.

The first strategy is to alter the fashion in which services are given without altering the content of those services. Therefore, considerations such as the speed of response, the type of evaluations included, the disciplines stressed, and the type of terminology

used (educational vs. mental health), become important variables. Meeting these contingencies can create sub-optimizations in the organization's technical core, but they become necessary in order to achieve organizational rationality (Thompson, 1967:158). For example, in efficiently utilizing staff, it is not always necessary to include all professional disciplines in an evaluation. However, to have a client accepted into some BOCES learning disabilities programs, evaluations must be within six months of application, and must include a full neurological workup. Since this is an important market unit in the organization's task environment, and perhaps in the task environment of other important referral sources, that is, school districts, the organization would make an attempt to meet these constraints. This causes strain and conflict within the organization which the managerial core must mediate.

A danger for the organization is that it can be caught between the varying needs of its clients and market units. For example, service is frequently requested at the point of a conflict between a parent and a school district. Both, for their own valid reasons, interpret the needs, and therefore, the classification of the child differently and are seeking different interventions for him. The organization is frequently asked to mediate these conflicts.

The basis for a strategy for dealing with these conflicts lies within this mediating role. The organization must maintain the stance of expert, neutral third party. The uniqueness of the diagnostic organization is its ability to perform high quality, comprehensive, in depth, multidisciplinary evaluations on clients. This is a service that is not readily available in the market units served. It is this capacity that allows it to meet the constraints and contingencies imposed on market units by other organizations and systems in their task environment. This capacity is therefore a source of power or bargaining force for the organization in its exchanges with market units. This capacity derives from the inputs of its professional staff. Therefore, the professional integrity of the organization must be maintained and enhanced. We may change the process by adding more evaulations, but can never change or distort evaluation results to suit any market unit. This requires that the level of expertise of staff be maintained at a high level. Selection and orientation of staff becomes crucial, as does the continued training of existing staff. Likewise, the range of disciplines available to perform evaluations must be wide to assure that evaluations are more comprehensive than is normally available within market units, and therefore more unique. Both contingencies equate to higher operating costs for the organization. The organization utilizes the staff member's professional orientation to maintain a high level of service quality.

Another tactic available to the organization is to include the referral agency staff member as a part of the diagnostic team so that the probability of concensus on a client's new status is higher. This is a form of co-optation (Thompson, 1967:35) which means that the referring professional has greater input into our diagnostic process. However, we rely on his professional orientation plus the new information we bring to the case to arrive at an accurate assessment.

The locus of the processing technology also creates special implications for the organization. As we have seen, the focus of change in clients occurs outside of the organization's boundaries. This means that every professional staff member must serve in a boundary-spanning position. This places the individual professional in a vulnerable position between market units; clients, and management of the organization. The role then of management, is to buffer the professional from these forces to allow him to carry out his role and to encourage the exercise of professional discretion.

The manager can achieve this by establishing written philosophy and policy statements which adhere to professional standards and ethics and which clearly delineate the primary role of the organization to serve clients. The organization's procedures should also reflect these standards to allow the professional staff the option to fall back on in potential conflict situations. Finally, the organization can establish a "self validating ideology".

In describing this tactic, Hasenfeld (1972:261) states:

> Organizations may develop self-validating ideologies as buffers against negative feedback from their market units. Self-validating ideologies are internally generated belief systems about an organization's effectiveness that negate assessment criteria used by external groups, or those based on evaluation of outcomes (1972: 261).

Within the organization, the development of this ideology rests in part on the level of comprehensiveness and uniqueness of its services. As demonstrated by Hedberg, Nystrom and Starbuck (1976), as with any strategy or tactic, we must be cognizant that the maintenance of a self-validating ideology does not blind us to important negative feedback which every dynamic system needs as a control mechanism for its continued survival.

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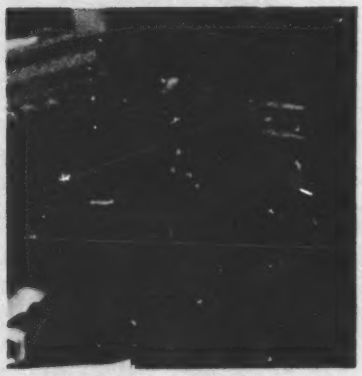
(I.E.P.) Individual, Educational Plan Or Intellectual Experience In Pathology



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Public Law 94-142 and State Law 853 courageously addresses itself to mandating appropriate educational services to children with handicapping conditions. A basic assumption of the law is that there are millions of children whose needs are not being fully met by our present educational system. The law is laudable and certainly long overdue.

However, as an educator of the socially maladjusted and/or emotionally disturbed, emotionally handicapped, brain injured, autistic, underachievers, aggressively hostile, learning disabled, academically arrested, hyperkinetic, hyperactive, childhood schizophrenic, juvenile delinquent or whatever *schmaltzy* label one can give this "troubled" youngster, I cannot understand why this child's *Individualized Education Plan* does not include a parallel plan for therapeutic services to enable the youngster and his family to deal with his "handicapping condition."

The general criteria for admission to a day school for the severely emotionally disturbed child includes, but is not limited to, the following behavior patterns:

1. Extremely low frustration tolerance: immature and often bizarre coping mechanisms which may result in extreme and violent behavior and shows an unmanageable defiance of authority.
2. Violently abusive when testing the limits of a situation to determine how far he can go with markedly disruptive and potentially dangerous consequences.
3. Aggressive, bullying, strikes out with fist, uses knives, bottles, car antennas and guns in most interpersonal relationships.
4. Marked restlessness involving a chronic pattern of classroom disruption and inability to remain in classroom under stress, coupled with resultant disruptive behavior; such as, disturbing other classes in the school, leaving the school building and harassing passersby and trades people.
5. Streetwise, "tough," sophisticated; may have a history of delinquent behavior that would earn him stiff jail sentences if treated as an adult offender.
6. Anxiety, depression, hyperactivity and other manifestations of maladjustment, when combined with a pattern of disruptive behavior, extensive in scope and nature.
7. Chronic tendency to bully other children, provoke vicious fights, escalate interminable conflicts and becoming almost impossible to calm.
8. Tremendous sense of acute inadequacy of being different frequently resulting in bullying behavior.

Any one of these or all are the primary handicap of the emotionally disturbed youngster who becomes a candidate for the special day school.

In educating the handicapped child who is blind, we provide education with related services for his primary handicap, schools for the blind; for the hearing and language impared, schools for the deaf, etc., all with the necessary related services. We are surely remiss in following Federal and State regulations if we do not have an individualized plan for psychological services for the emotionally handicapped.

This is in no way to negate the heroic and often herculean efforts by educators to help this particular handicapped child. They have, and are doing well with the limited resources available to them. However, the teacher is also expected to help this child to master a goodly percentage of his long and short term educational goals in the academic year. Consequently, teachers are using a band aid for a large wound. Crisis intervention and stop gap measures may stanch the flow of blood temporarily but the patient will eventually die.

The teacher of the "emotionally handicapped" child is expected to educate this child as if his primary handicap did not exist. A psychoanalyst has one patient per hour according to currently accepted practice. He is a trained therapist. Yet we give a teacher ten to fifteen emotionally disturbed children and say, "Instruct them *individually* for an hour."

Most day schools for the severely emotionally handicapped limp along with a case load of 150-170 children and have part time services of a social worker or psychologist during the week. A planned program of therapy for each child is not even a remote possibility. In urban settings such as New York City, in the "normal" school setting, a teacher can be little more than a policeman or door keeper. The teacher of the "emotionally disturbed," where the problems are magnified a hundred times over, has an even more overwhelming task.

Of course, educators of these troubled youngsters have been saying this privately for years. We have mortgages to pay, children to put through college, mounting expenses of daily living, and we are fearful of losing our jobs. Government officials, cities' fiscal problems, depressed economy and a sagging and faltering monetary system—all these worry us. However, troubled youngsters of today become troubled adults of tomorrow. One only has to look at the cost of maintaining an adult in an institution to realize that we are just postponing a far greater debt that we very definitely will evenutally pay—and pay we will.

Very few of us in our great democracy of America would deny a deaf child a hearing aid; a blind child, braille and audio equipment; a physically handicapped child, crutches; or a hungry child, food. Can we, in all good conscience, deny a "troubled" public school child therapeutic assistance?

How good then is our I.E.P.? Does it aid the emotionally disturbed child it is purported to assist? Is it meaningful? Does it truly provide an "appropriate" education? Does it help us in a measurable way to provide for this emotionally disturbed youngster?

An article in the *INSTRUCTOR* magazine, August-September 1967 states, "Even $5000.00 a year spent on an Emotionally Disturbed child may be an economy, for if he were jailed or hospitalized for his adult life, it could cost 40 times that amount. . .But human life is too important to measure in dollars and cents."

Conclusion:

The questionnaire results confirmed our subjective feelings that the parent participation program was seen by parents as helpful, resulted in a better understanding of their child, that the behavioral system used at home positively affected the child's functioning and that overall, our meetings were worthwhile. But this is merely a beginning. Parents want to be involved in their youngster's education. They have been left out of decision making for so long and have been kept so in the dark about diagnosis, treatment, educational and vocational potential, that often they feel their job to be caretakers and little more. It's time they became involved more fully in all aspects of their children's development. More fully involved parents could add another vital resource for the child and diminish the guilt and frustration the parents so often live with.

Complementary techniques are now being introduced in our work with parents. Initially audio tape recordings of our meetings were tried. We are now moving into video tape of our meetings; video tapes which will be reviewed with the parents and students. We believe that there is much to be learned from viewing ourselves objectively, whether as student, parent or staff member and there is much we can learn from *seeing* ourselves interact with others. Whether we can affect growth by these means remain for all of us to discover.

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Call For Nominations
CEC
See Page Two

Parental Reactions To A Partnership In Special Education

(Continued From Page 5)

"We feel the staff is genuinely interested," and "We need more of these type of dedicated people." Various suggestions about other curricular modications, staffing changes, and student reactions to the school program were also offered by the parents.

Position Available
See Page 19

Wheeling Backwards—Flying Forward: Gregory Wittine Earns His Eagle Badge

By: Joyce Ashley

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By the time Gregory Wittine became a Boy Scout at age eleven, he had already acquired considerable practice in successfully overcoming obstacles.

Born with cerebral palsy, Greg, who cannot speak, learned to talk through a communication board with the alphabet arranged like typewriter keys. Unable to walk, he wheels himself backwards. With very limited hand use he is independent in most self-help skills, types, and if you'll follow his finger, talks to anyone who'll hang in and read his board. It helps if you can spell.

After eleven years as a Scout and 24 badges Greg and his troop leader, Richard Golden, Esq. notified the national office that Greg had met the requirements for the coveted Eagle badge. Actually, Greg set new standards for excellence. In addition to camping, cooking, and first aid, etc., Greg crawled one mile and pushed himself backwards in his wheelchair nine miles to earn his hiking badge.

The response of the National Office of the Boy Scouts of America was to deny Greg his Eagle badge because he had passed the required age of 18. According to the National Office, no exception could be made for the then 23 year old Greg Wittine.

Gregory received this arbitrary and narrow bias as yet another challenge in his life. From February until May this year, Greg, his troop leader, his family, friends, employer, Dr. Emil Lombardi, Nassau B.O.C.E.S., his troop #350—*The Flying Wheelchairs,* United Cerebral Palsy Association, and many other organizations waged a vigorous campaign of enlightenment on behalf of Greg and handicapped scouts. We recommended that Boy Scout standards should be upgraded to Greg's level of achievement. The message was not wasted.

In early May, the Executive Committee of the Boy Scouts of America met for the express purpose of reviewing this case. Accordingly, they passed the Wittine Amendment which permits some severely physically handicapped and mentally retarded persons, including blind, deaf and emotionally disturbed, additional time to complete the currently prescribed requirements for an Eagle badge.

On June 9th Greg Wittine officially became an Eagle. As a result of his campaign, nine other handicapped young men also became Eagles.

Greg, a messenger for the Nassau Board of Cooperative Educational Services at the Cerebral Palsy School, proved that Scouting is still one of our greater American traditions, capable of change and of increased awareness. He showed thousands of people who wrote to encourage him, that it is possible to affect the system; that regardless of the form of communication, the message can be heard.

In addition to numerous other honors, Greg and his troop were invited to the White House as guests of Rosalyn Carter.

STERLING HIGH SCHOOL
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MEMO TO: *The Sterling Teaching Staff Upon The Occasion of Teacher's Recognition Day—November 16, 1978*

Each year at this time, I write to tell you how much you are appreciated. I am also spokesperson for our students who find it difficult to deal with such niceties. However, they tell me in many ways how "fine" you are; for example, when they jump in to protect you in a fight. when they demand to know why you are absent, when they talk about you to visitors and pay you the compliment of being "alright", and when I meet former students on Fulton Street who always want to know, "How's Mr. X and how's Mrs. Z?

This year I want to also commend you for your valor in the face of lengthy IEPs, assorted statistical demands and the Sword of Damocles that seems to hang over special education. I am particularly grateful that we can laugh at the ridiculous defensive position in which we find ourselves.

Special educators are a wonderful breed, and I firmly believe the Board of Education forgets how "special" they are. I wonder if they realize:—

That you are not assigned—that you volunteer to work with troubled youngsters.

That you face angry, acting-out teenagers each day, youngsters who are both verbally and physically abusive, that one crisis follows on the heels of another.

That it is not unusual to get a kick, or a punch, or a shove, or a slap when you intercede in a fight, or as happened last year, a scalp wound.

That you struggle daily to teach youngsters who have spent the night on the subway, or have one large hangover, or who are preoccupied with the pregnancy of a girlfriend, and are youngsters who have had their learning disabilities ignored for the eight years before you got them. (A recent survey states that, in the continuum of causative factors of delinquency, the most significant is the learning disability.)

That you are faced with academic deficits as varied as there are students on your roster.

That lesson plans are not very significant until you can cut through the mire of low self-esteem that comes from years of social and emotional deprivation.

That a planned lesson must often go by the way because a sudden confrontation needs a speedy discussion of human values.

That each new admission, after his initial stage of anxiety, tries to prove that he's right out of the pages of the "Blackboard Jungle."

That our walls are only graffiti-free, except for the occasional (and quickly removed) marking by a newcomer anxious to establish his identity, because the kids are proud of the building and let the newcomers know it.

Instead of understanding and praise, the Board talks about "accountability." Because you care about a slice of humanity no one else wants, I suggest that you are truly accountable human beings. I am proud to be one of you!

Sincerely yours,

Marjorie Louer
Principal

ML/eb

Marjorie Louer has worked in Special Education for the New York City Board of Education in a variety of capacities from Secretary to teacher, to assistant principal, to principal. In response to public interest in Sterling High School, she has appeared on radio and television.

Parent Education Workshop: A Critique

(Continued From Page 6)

relevant and applicable to direct clinical services.

One particular area of focus may be investigating the effectivness of various types of parent education programs. Specifically, there is a need for comparative utility and cost efficiency studies on the various educational approaches to determine (a) which approach is more appropriate for which population of parents and for which types and ages of children; (b) which behavioral problem can each approach best deal with; and (c) whether particular combinations of the various approaches might enhance overall effectiveness of the program.

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CALL FOR PAPERS IDEAS and INPUT Convention 1979

Discussions are still going on concerning our 1979 convention. However, input is requested concerning papers, speakers, workshops, activities, etc.

All correspondence to:
Mary Laine Dempsey
102 St. James Place
Buffalo, New York 14222

March/Spring 1979 Issue Preview
Issue Co-Editors
Dr. Diane DeBacy, *Associate Professor*
and
Dr. Leigh Kieffer, *Assistant Professor*
Department of Physical Education
School of Health Related Professions
SUNY/Buffalo
Issue Topic:
Mainstreaming: Professions in Concert or Conflict

Call For Nominations For N.Y. State DCLD Officers

A call for nominations for the following officers is hereby issued: vice president, secretary, treasurer.

NOMINATION INSTRUCTIONS

1. Nominations for office will be conducted by mail petition and must be submitted to the Nomination-Election Officer. Send to:
   Ms. Sally Quinby
   Nomination-Election Chairperson
   East Aurora Middle School
   430 Main Street
   East Aurora, New York 14052
2. All nominees must consent to stand for election.
3. All candidates who meet qualifications shall be included on the ballot which will be mailed to voting members.
4. All nomination petitions must be received by the Nomination-Election Officer by February 1, 1979.

DUTIES AND TERMS OF OFFICE

Vice President: One year term of office as vice president. The vice president shall be responsible to be in charge of membership and to assist the president-elect.

Secretary: One year term of office as secretary. The secretary shall be responsible to keep a careful record of the proceedings of each meeting, notify the executive committee of the time and place of committee meetings, and carry on the correspondence of the chapter as directed by the president.

Treasurer: One year term of office as treasurer. The treasurer shall be responsible to receive all funds belonging to the organization and pay out the same on orders approved by the executive committee and signed by the president, keep an itemized account of receipts and expenditures to be read at the annual business meeting and to file with the secretary a written report of same at the executive committee meeting preceding the annual meeting of the organization, to submit at the end of term of office books for an audit by a special committee appointed by the president, to serve as an ex-officio member of the membership committee.

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POSITION AVAILABLE

The New York State Federation of Chapters of The Council of Exceptional Children, a professional organization, comprised of chapters throughout New York State, which works for and serves exceptional individuals, seeks to contract for services of an

EXECUTIVE SECRETARY

Commencement Date: July 1, 1979

Fee or Salary: Up to $8,500.00 per annum, depending upon credentials and experience.

Duties: The Executive Secretary coordinates the goals and activities of the State Federation as developed through its Council and officers. The Executive Secretary is responsible to the Executive Board.

Qualifications: Academic: A College degree in an area of exceptionality or in a related field is desirable.

Professional: Familiarity with the various areas of exceptionality and some experience in the field. Ability to handle managerial and secretarial functions characteristic of a professional organization's office functions.

Capability to represent, upon assignment, the organization and/or its officers.

Personal: Effective interpersonal skills. The ability to communicate effectively in both the written and oral modes.

Flexibility of schedule to travel from time to time as the position shall require.

Examples of Responsibilities: In response to the direction of the Executive Board, the Executive Secretary shall:

1. Assist Treasurer in preparation of the Annual budget.
2. Manage the Central Office of the Federation.
3. Assist the Secretary with the minutes and in distribution/follow-up.
4. Assist other officers in their duties as requested.
5. Make arrangements for various meetings.
6. Follow up on correspondence and channel such to proper persons.
7. Maintain complete records and historical data.
8. Assist and attend meetings of the Executive Board, State Conference, National, and others as needed.
9. Perform the clerical functions of the organization, i.e. mailing, filing, typing, duplicating, general correspondence.
10. Work with the Editor of *The Forum.*
11. Prepare annual directory.
12. Visit chapters, encourage new chapters, develop membership and services.
13. Coordinate local program and unit development with Regional Representatives, National and Membership Chairpersons.
14. Develop legislative liaisons and grant possibilities.

Application Procedures: All applications and credentials should be sent to:

Mr. George Singfield, Chairperson
Search Committee
Samuel Field YM-YWHA
58-20 Little Neck Parkway
Little Neck, New York 11362
No later than MARCH 1, 1979.

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